DOCUMENT RESUME

ED 296 604 FL 017 516

TITLE	Foreign Language/Intercultural Program. Your Country and Mine (Fifth Grade). DS Manual 2650.5.
INSTITUTION	Dependents Schools (DOD), Washington, D.C.
PUB DATE	Apr 88
NOTE	24p.; For related documents, see FL 017 511-520.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Citizenship Education; Class Activities; Classroom Techniques; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; *Experiential Learning; Geography; Grade 5; History; Intermediate Grades; Second Language Instruction; *Sociocultural Patterns
IDENTIFIERS	*Dependents Schools

ABSTRACT

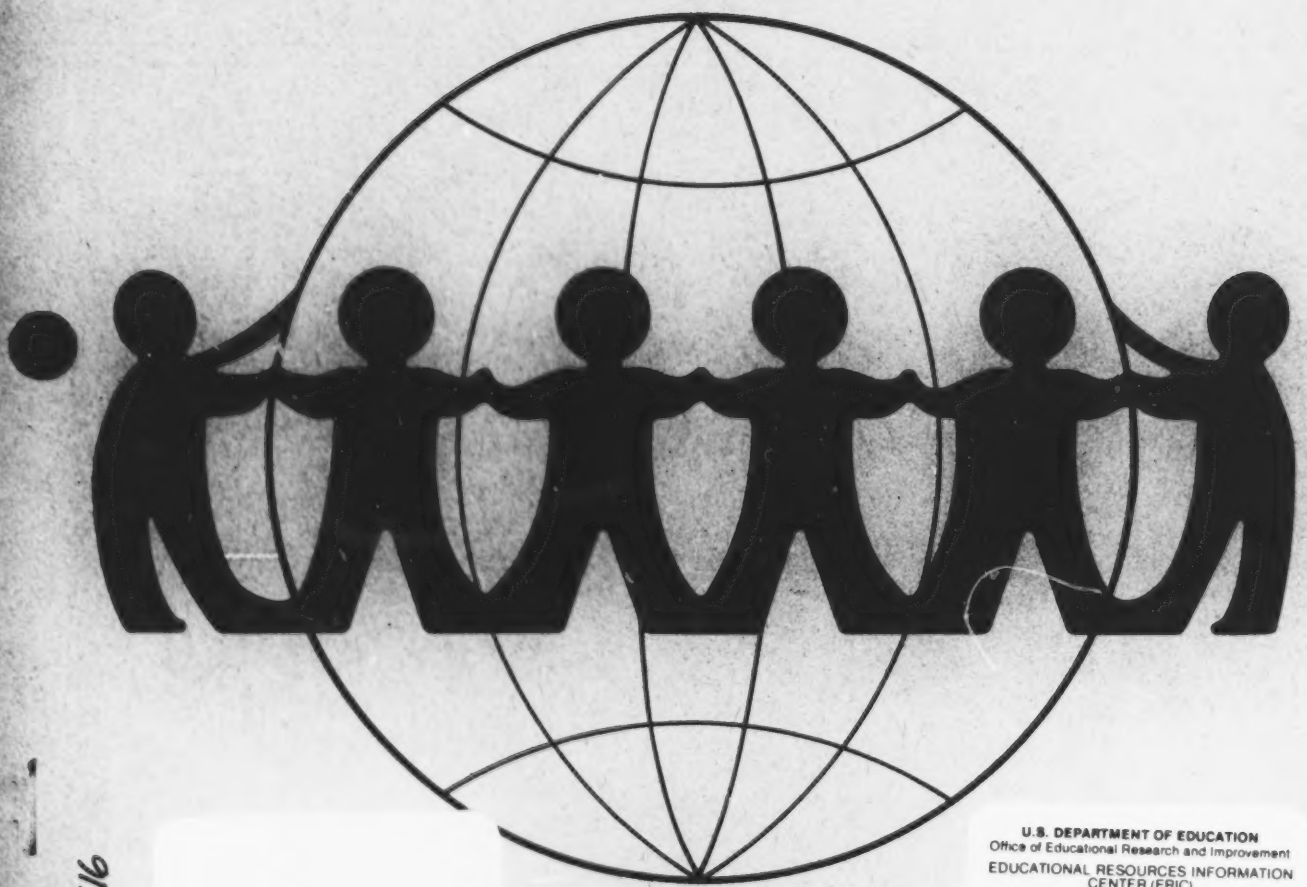
The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The fifth grade guide contains units on geography, history, and customs and traditions. The guide is illustrated with student art. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DS Manual 2650.5
April 1988

ED296604

FOREIGN LANGUAGE/ INTERCULTURAL PROGRAM



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

FL 017516

YOUR COUNTRY AND MINE
(Fifth Grade)

PREFACE

The Department of Defense Dependents Schools (DoDDS) Foreign Language/ Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.

Arlyn G. Sweeney, Ed.D.
Chief, Education Division

ACKNOWLEDGEMENT

The following educators assisted in the development of the Foreign Language/ Intercultural guides, kindergarten through grade 8 for DoDDS:

Roberta A. Behringer
Seoul Elementary School
APO San Francisco 96301

Merlene Bennett
Sportfield Elementary School
APO New York 09165

Ingeborg Burck
DoDDS, Germany
APO New York 09633

Barbara L. Cairns
Curundu Elementary School
APO Miami 34002

Thomas Degner
Kitzingen Elementary School
APO New York 09031

Marcela Diaz
DoDDS, Panama
APO Miami 34002

Gladys U. Frazier
Diablo Elementary School
APO Miami 34002

Sara Hardardottir
A.T. Mahan (Iceland) Elementary School
FPO New York 09571

Renate Jenzer-Pfeiffer
Ansbach Elementary School
APO New York 09177

Marvin G. Kurtz
DoD Dependent Schools
2461 Eisenhower Avenue
Alexandria, VA 22331-1100

Cecelia S. Lerch
DoDDS, Atlantic
APO New York 09241

Marcella Martin
CSA, Italy
APO New York 09221

Jim McGrath
DoDDS, Pacific
FPO Seattle 98772

Marguerite Milke
DoDDS, Mediterranean
APO New York 09283

Rosanne Nielsen
Lakenheath Elementary School
APO New York 09179

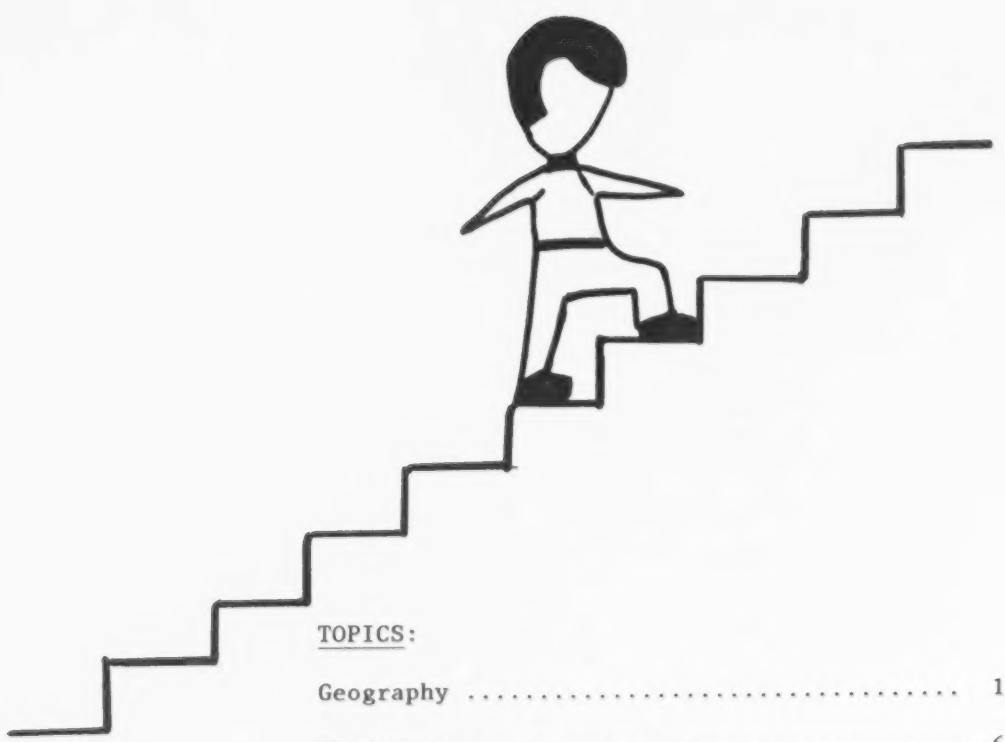
Helge Petzold
Gelnhausen Elementary School
APO New York 09091

Ingrid Rosenow
Muenster Elementary School
APO New York 09078

DeAnna Kay Schweter
Lakenheath Elementary School
APO New York 09170

Setsuko Sueyoshi
Makiminato Elementary School
APO San Francisco 96240

Elizabeth Woodward
Bamberg Elementary School
APO New York 09139



TOPICS:

Geography 1

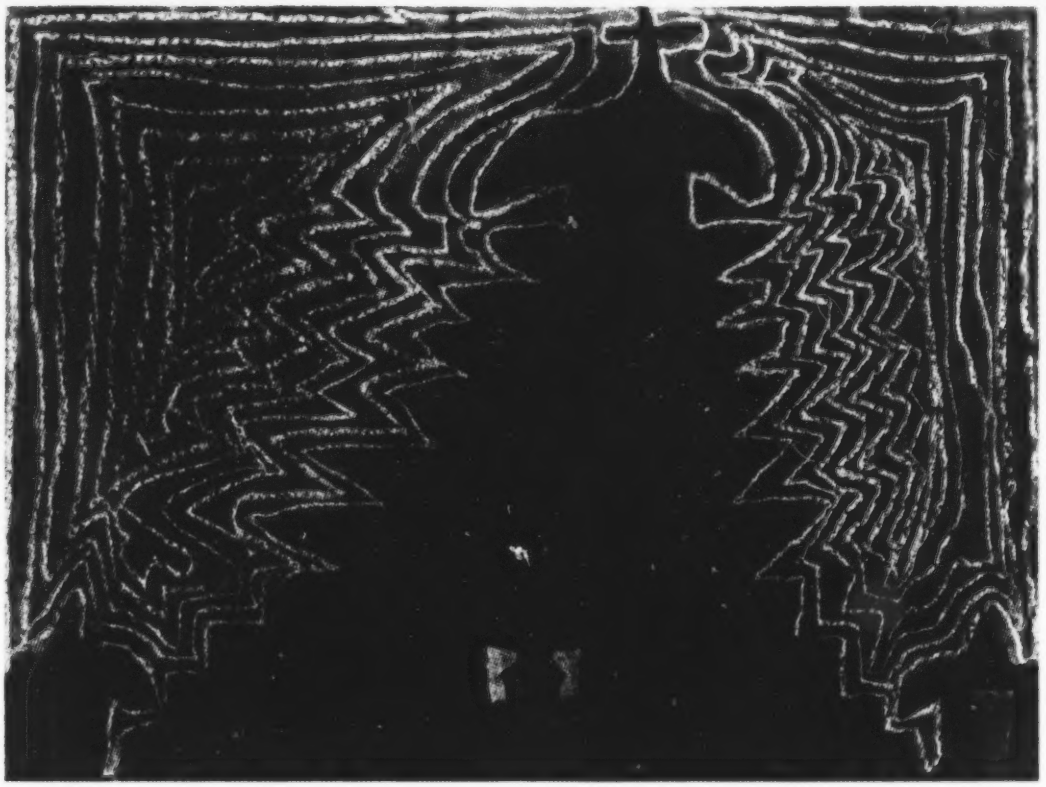
History 6

Customs/Traditions 9

INTRODUCTION

The 5th grade host nation program focuses on the host nation country. Geography, history, customs, and traditions are the areas to be studied. Using the suggested activities, the host nation teacher and classroom teacher compare and contrast the host nation and the United States. It is suggested that during the first semester emphasis be placed on geography and history while the second semester focus on customs and traditions.

The intercultural instruction for 5th grade is 90 minutes per week.



Christina Marshall
Seoul Elementary School
Korea

"An Amiable Interlude"

Age 10

Fifth graders are in a transition period. While adult approval is important, peer pressures are emerging. Students are becoming more aware of the world into which they are growing and of the responsibilities in this world. It is a time of acceptance, yet students tend to question and argue constantly. They delight in group work, yet find cooperation difficult. They are interested in fairness, but sometimes act unfairly. Most follow the rules and notice the rule breakers. Friendships can be close, but can change frequently.

Fifth graders enjoy a variety of learning experiences and prefer active learning to quiet work. They are full of good effort and when motivated, can have an endless supply of energy.

Fifth graders begin to develop an individual style. Appearances, fads, and fashion are very important. Their sense of humor expands rapidly. Although beginning to move into preadolescence, the fifth grade students still have a basic innocence. They delight in surprises, enjoy puppets, and often collect stuffed animals.

Pam Jones
Wagner Middle School
Philippines

Jenkins, Gladys G. et.al., These Are Your Children (New York: Scott, Foresman and Company, 1953)

Every Student should

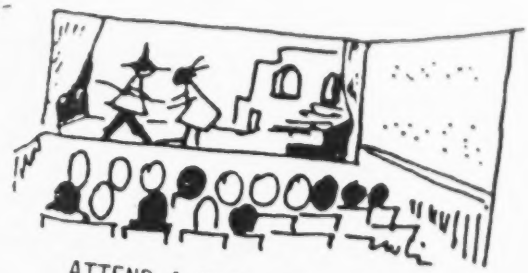
EAT A MEAL IN A TYPICAL HOST NATION RESTAURANT.

PARTICIPATE IN A LOCAL COMMUNITY FESTIVAL OR OTHER UNIQUE HOST NATION CELEBRATION.

RIDE A LOCAL BUS, TRAIN, OR STREETCAR.

PURCHASE AN INEXPENSIVE ITEM AT A HOST NATION STORE OR MARKET.

VISIT MUSEUMS, GALLERIES, AND OTHER NEARBY INSTITUTIONS.



ATTEND A PLAY, OPERA, CONCERT OR OTHER LOCAL PERFORMANCE.

SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.

TOPICS:

I. Geography
   - A. Review
     1. Neighborhood
     2. Community
     3. Region
   - B. Country
     1. Definition
     2. Location
        - a. In world
        - b. In continent
        - c. Among surrounding nations
   - C. Geographic features
     1. Landforms
     2. Regions
     3. Cities
     4. Political divisions
   - D. Climate
     1. Seasons
     2. Dominant factors
     3. Effects of nature on land and people
   - E. Economics/use of land
     1. Resources
     2. Agriculture
     3. Industry
     4. Trade
     5. Ecology

OBJECTIVES:

- Identify neighborhood, community, and region of students' homes.
- Identify the location of the host nation in relation to the world, the continent, and surrounding nations.
- Describe the geographic features of the host nation.
- Describe the economic use of land relationship within the host nation.
- Identify the climate of the host nation and its effect on the host nation inhabitants.
- Use words in the host nation language related to geography.
- Join in planning for study trips to the host nation sites.

ACTIVITIES:

1. Create a large map of host nation country which can be displayed throughout the year. Add to it by painting or attaching 3-D drawings of the major geographical features. Add cities, towns, features, symbols of industry and farming, etc. as the year progresses. Variations and additions of this activity are:

a. Students may make a similar smaller map to use at their desk.

b. Students may make a "transparent" map of the country. Give each student one map of the country and several "see-through" papers of the same size. As the geography content progresses, students map the various features, characteristics, etc., on the different transparent sheets. When the maps are put together, they will show all aspects studied.

c. Have the student make a salt-flour map of the country.

d. Involve math computations for distances, altitudes, etc., in map activities.

e. Keep a "show and tell" map on display for the class.

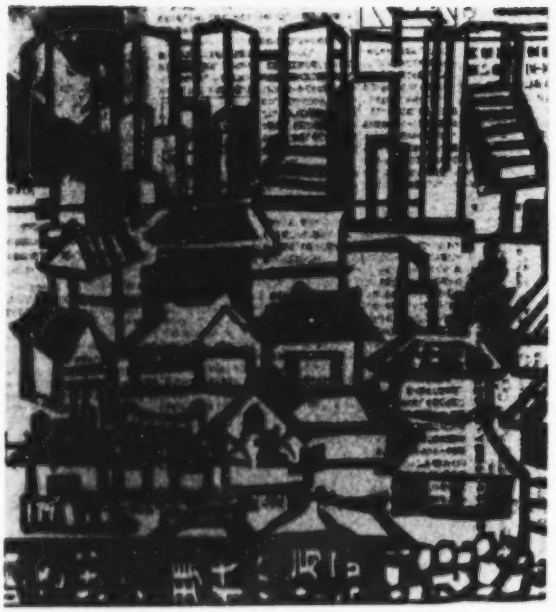
2. Students may begin a scrapbook/journal either as group or as an individual to keep a record of the year's activities and study trips. Each event should be recorded with postcards, drawings, tickets, souvenirs, etc, and a short story of the activity.

3. Students may begin a journal/notebook/folder of special vocabulary. Words can be added as the year progresses. This can be done individually or as a class. This activity can be correlated with handwriting instructions and practice.

4. Have the students compare maps of the host nation which are made in the United States to those made in the host nation. Compare terminology, names of cities, and the country itself as well as map making techniques. Why are the names different?

5. Compare the population density of the host nation to the United States. Identify a state/section/region of the United States equivalent in size to the host nation country. Determine the population of area in the United States. For example, if the United States area has 3 million people, have three students stand up in different areas of the classroom. Pretend the classroom is the size of the United States area. The three students stretch out their arms and turn around. Ask if they could turn around freely without bothering each other. In case they did touch, ask how that could be avoided. Do the same with the population of the host nation country. If the host nation country is more densely populated, the turning room will be smaller, and their turning will interfere with each other. Have students answer questions as before. Determine what kinds of effects the population density might have on the lives of the host nation people such as value of ownership, behavioral patterns, rules, laws, respect for rights of others. Point out that students standing at the classroom wall and touching the wall would actually cross the border, possibly for daily activities. Lead the students to realize how important rules and laws are in order for people to share the same space within a country.

6. Select an area in the host nation country which contains a variety of examples of how land is used in an urban setting. The class should walk through the area to investigate and note the uses. Some might be residential, commercial, industrial, traffic, public, park, or recreational areas. Using a prepared outline map of the area and colored pencils, the students should block in various sections of the map with coded colors to indicate the type of land usage observed. Where possible, class committees could follow the same procedure in different sections of the city so that the maps displayed together provide a composite picture of the land usage in the host nation city. Have the students discuss their findings: Does the data show that the land is properly or improperly used? Are there adequate parks and playgrounds? Which part is the oldest? Which parts are being restored? What evidence is there of the earliest settlers? Which area is most/least attractive?



Vidabeth Bensen
Yokota High School
Japan

7. Have the students investigate for evidences of pollution in the United States and host nation communities.

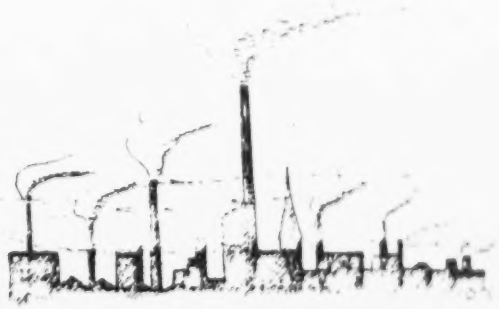
a. Air: Check for smog and industrial wastes in the air. Check for unpleasant odors, exhaust from traffic, and damage to building facades, statues, plants and trees, etc.

b. Water: Visit a nearby lake, river, or stream and test water for pollution. Check on plant and animal life and water color. Examine the shore. If pollution is evident, investigate the causes and check to see if a solution is being sought.

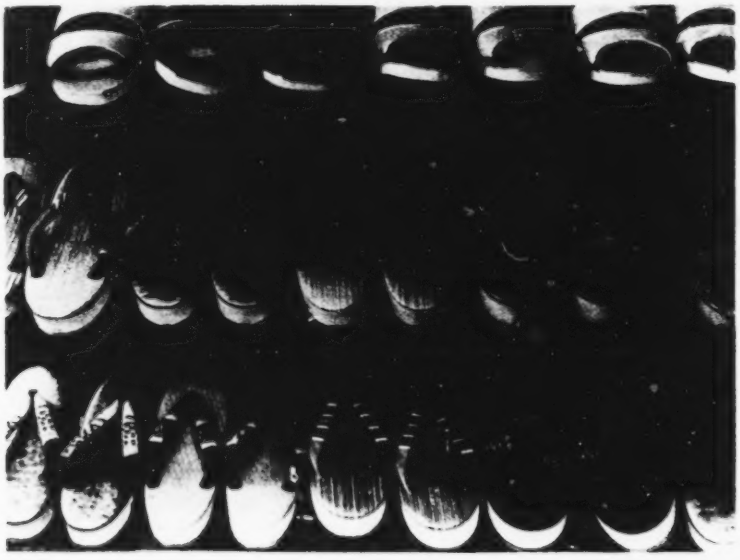
c. Land: Check for evidence of improper, thoughtless garbage disposal, and unauthorized dumps. Trace garbage from the trashcan to the garbage disposal plant. What happened at the plant? Are the wastes recycled?

d. Noise: Check on noise levels and types and frequency of traffic, machinery, planes, helicopters, trains, etc. Chart the findings.

e. Plan a visit to a sanitation agency.



8. Gather a sampling of products which are processed or manufactured and which typify the host nation economy. Investigate factories and/or handicraft industries. Select one of each kind of producer. Analyze each final product from its beginning. If the raw material (wood, vegetables, wool, marble, etc.) is available locally, the class should visit the source (quarry, sawmill, etc.) to observe the preparation of the raw material and gather data on cost factors such as seeds, labor, etc. They may interview the owner, manager, and workers and then follow the raw material to a local factory which utilizes it.



Erin McConnell
Kinnick High School
Japan

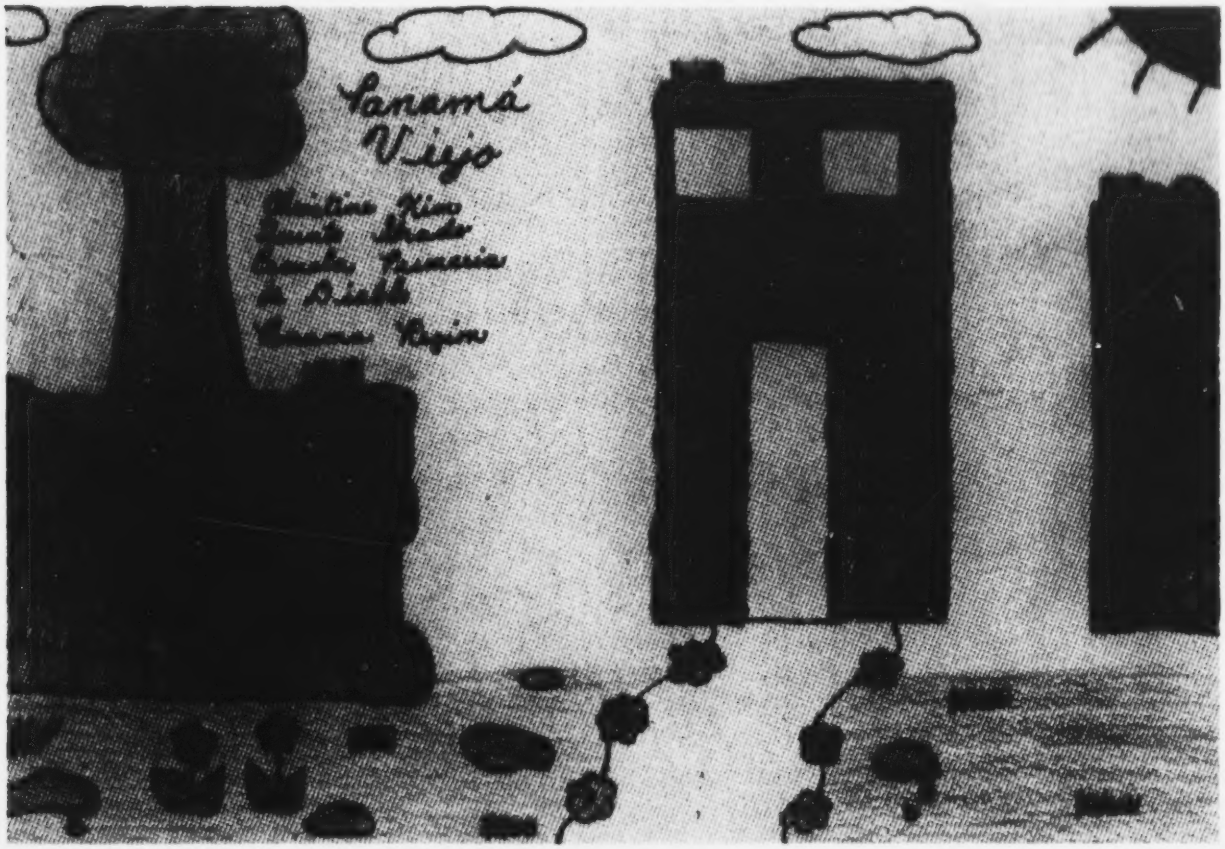
9. Ask the class to think of some U.S. products which would appeal to people in the host nation. List these on the board. Divide the class into several advertising "agencies." Each group should prepare a large poster advertisement in the host nation language which would create a demand for their product in the host nation community. Students may compose a song or jingle about the product. Check host nation and U.S. magazine ads for ideas. Each "agency" should have an opportunity to "sell" its products to the class.

This activity could be done in reserve. The students select a host nation product to "sell" to the United States.

10. Have the students discuss the natural resources they have observed in the host nation: rivers, lakes, marble, forests, animal life, oil, salt, etc. Select one or two of the resources and have the students gather data about them. Plan a visit to the site where the resource is located and gathered, and any associated factories or sites where the resource is processed into a product; e.g., iron or mine to steel mill, forest to paper mill. Have the student collect data of the process and the visits. In connection with the investigation of natural resources, plan a visit to an agency which has as its purpose conservation of resources: water treatment plant, reservoir, forestry service, wildlife preserve, etc. Have the students study the processes, the types of jobs, special equipment, and skills required, glass and paper recycling, etc.

11. In order to become more familiar with the variety of environments within the host nation, imagine that a member of the class has been touring the host nation and has been sending postcards to school every day. The postmarks are blurred and the only clues are the messages on the cards. Have each student write a mystery postcard message describing a host nation location, natural wonder, or historic site and have the rest of the class try to identify it.

12. Appoint the students as travel agents or "Ministers of Tourism" of a particular region or city of the host nation. In that job, the student must research information about their areas and create travel brochures and/or displays to "sell" their areas to the others.

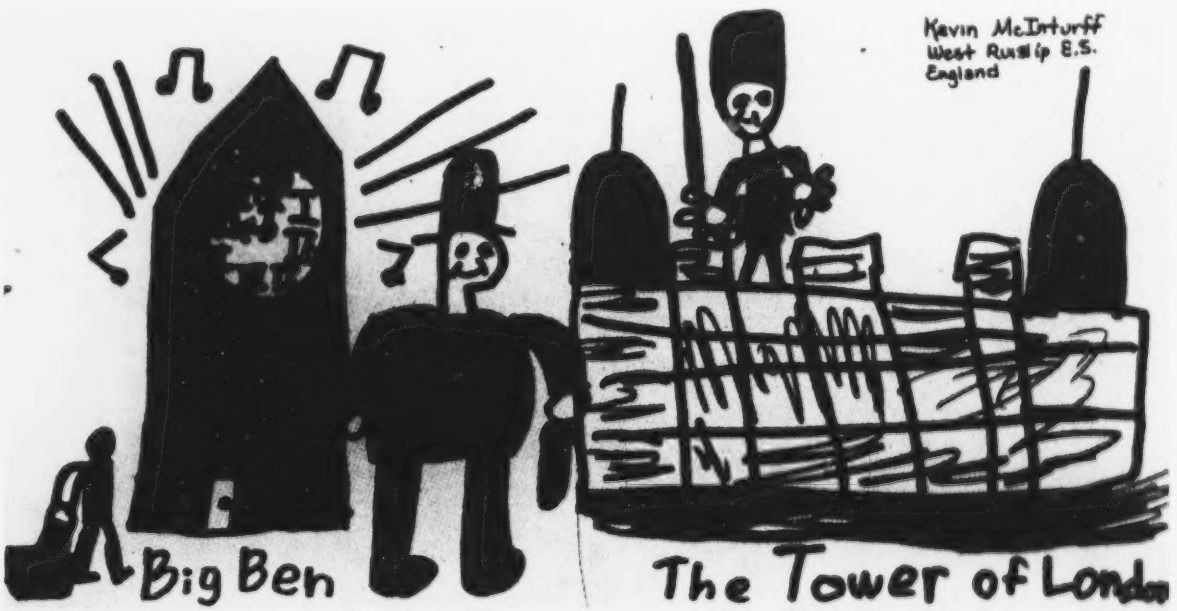


TOPICS:

II. History of the host nation
    A. Tribes/first people
    B. Language development
    C. Significant time periods
    D. Significant contributions of people in:
        1. Art
        2. Music and Dance
        3. Drama
        4. Sports
        5. Politics
        6. Literature
        7. Science
        8. Philosophy

OBJECTIVES:

- Identify the earliest people of the host nation.
- Explain the migration of host nation people.
- Describe the development of the host nation language.
- Identify the significant time periods of host nation history.
- Outline specific historical, economic, and political events of the host nation.
- Identify the contributions of important people in the history of the host nation.
- Join in planning for study trips to host nation sites.
- Join in host nation language activities related to historical study.



ACTIVITIES:

1. At the beginning of the year, display a time line. As the year progresses, add drawings, notes, etc., for events studied. This could be coordinated with the social studies program for American history dates to show correlations.

2. Make a host nation history "Hall of Fame." Have the students nominate people for display and make a poster/portrait of each for display. Continue throughout the year as new topics are explored.

3. Visit ancient ruins, fossil sites, medieval villages, etc. Have the students actively engaged in data collecting tasks. According to interest and skills, they could sketch and photograph the area, interview curators and custodians, tape record their impressions, look for unusual alphabet symbols and different numerations systems, and make hypotheses about the culture of the people who left, etc.

Melchor Fabillar
Sullivans Elementary School
Japan

4. Have the students investigate the symbols/ coats-of-arms of various states, provinces, or cities within the host nation. Students can draw and color a symbol. These coats-of-arms can be done with salt-dough material.

5. Trace the history of the country through one of the arts areas, e.g., music or literatures. Use songs and stories from various periods. Discuss the significance of these in relation to the history of the host nation.

6. Examine the stamps and money of the host nation, present and past, for relations to history. Study the people or events used on the stamps and money and the reasons for their portrayal. Have the students make displays. Have the students design a new stamp for the host nation using a person or event of their choice. Share these with the class.

7. Study the host nation flag and the significance of its design. Examine flags of the various historical periods and the changes that have occurred. The same type of study can be done with host nation symbols.

Ramona Archie
Augsburg Elementary School
Germany

8. The history of most countries can be examined by certain periods of time distinguished by changes caused by wars, revolutions, and new leadership. Within each of these broad periods, important leaders and historic events can be discovered. Films, picture books, and stories provide information about the most famous historical events and heroes of any nation. Using puppets or brief dramatic presentations, possibly with simple costumes and props, student groups can plan a series of dramatic presentations, "Great Moments in Host Nation History," which in sequence tell the story of the nation.

9. Select a specific period from the history of the host nation country. Have the students investigate this period in order to create a "living" experience of that time. Students can re-enact by pageantry, make clothing or tools, demonstrate crafts, prepare foods, etc.

Enrico
Aviano Elementary School
Italy

TOPICS:

III. Contemporary life
- A. Customs/traditions
  1. Courtesies/rules of behavior
  2. Legends/myths
  3. Clothing/shelter
  4. Folk arts
  5. Religions
  6. Holidays
  7. Food
  8. Leisure activities
  9. Sports/games
- B. Services
  1. Health
  2. Safety and protection
  3. Education
  4. Transportation
  5. Communications
  6. Government

Jeff Velasques
Warner Middle School
Philippines

OBJECTIVES:

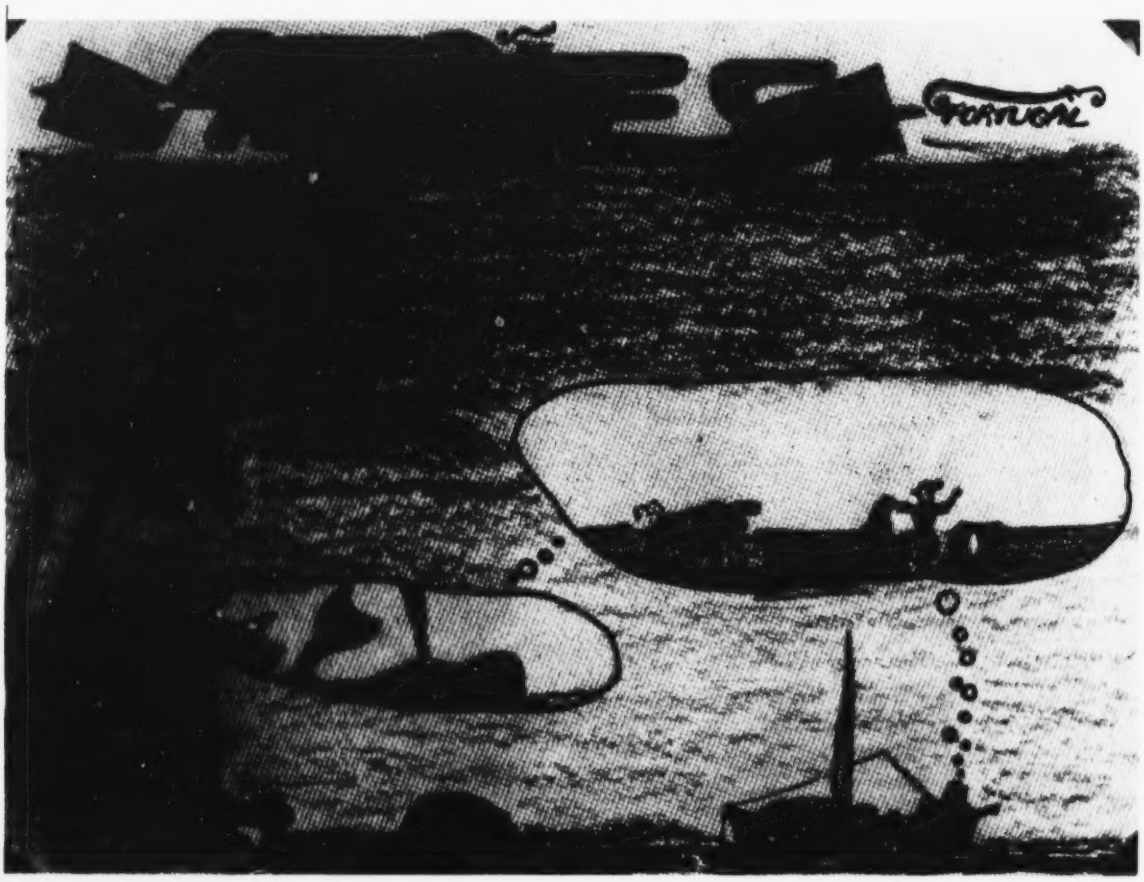
- Identify the contemporary composition of the host nation.
- Join in host nation customs and traditions
- Present selected examples of arts and crafts projects of the host nation.
- Identify elements of host nation literature and performing arts.
- Join in a host nation sport/leisure time activity.
- Identify the religion and religious influences within the host nation.
- Identify the foods, clothing, shelter characteristics of the regions of the host nation.
- Describe how environment shapes cultural traits.
- Recognize stereotyping of traits.
- Assist in planning of study trips to host nation sites.
- Identify services of the host nation.
- Recognize the need for learning and applying the host nation language in everyday situations.
- Initiate simple questions and answers in the host nation language on familiar topics.
- Use of the host nation language in everyday situations.
- Explain how the knowledge of foreign language can broaden career opportunities.

ACTIVITIES:

1. Investigate the various rules or courtesies of the host nation as compared to those of the United States. Select some for role playing which are very different. One example might be those customs related to eating or table manners; e.g., how to hold utensils, etc. Be sure to include those which might cause misunderstanding in public such as waiting in lines, priorities, and what might be considered "rude" to another culture. Emphasis should be that "Different is Okay!"

2. Why do we use stereotypes to describe individuals? Stereotypes should be avoided because they are often unscientific and represent attitudes more than facts. Ask the students to state as much information about the host nation citizens as they can. Record statements such as they are "crazy drivers," "pushy," "dishonest," etc. Ask the students for data which proves the validity of these statements. Are they attitudes or facts? Does what is true of one or a few persons apply to all citizens of the host nation? Gather data while on study trips to support or reject theories advanced by the class. If possible, this activity could be done with a host nation partner class. Have both classes prepare lists of stereotypes about the other. Compare and discuss.

3. The students could prepare a skit or puppet program in the host nation language based on the story.



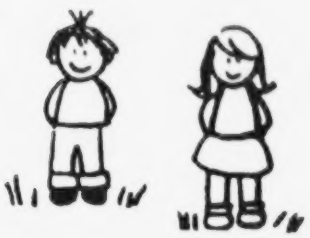
4. Have the students investigate the handicrafts/folk arts of the host nation. If possible, bring in someone to demonstrate a craft. Have the students participate.

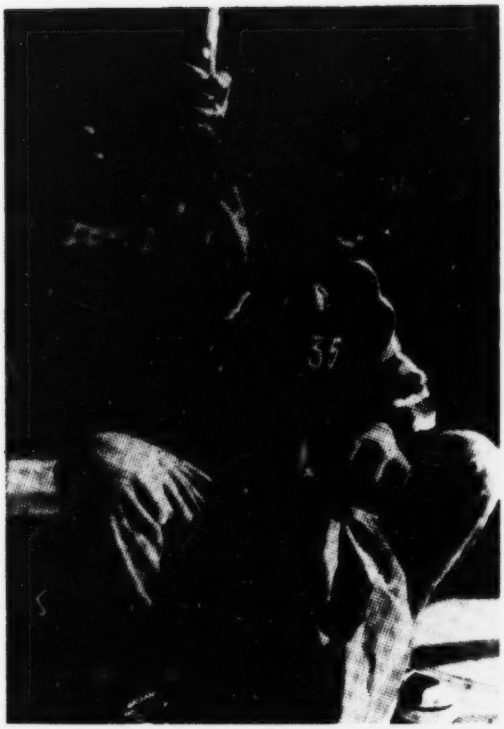
5. Ask the students to imagine a situation where they have been dropped by parachute into the host nation country, but they do not know their location. Have them list all of the things which would help them to identify the host nation country; e.g., style of homes, food visible, types of forms, etc. Have the students make drawings or a collage of these specially identifiable characteristics.

6. Have the students make a host nation calendar. Each month can be illustrated with a host nation picture related to a holiday or tradition. Finished products would make nice gifts.

Martin Edelmon
Wagner High School
Philippines

7. The open market place still serves as an important source of food in many host nation countries. Find out where the local market is located and plan a study trip. Divide the class into groups to buy certain kinds of products; e.g., vegetables, fruits, baked goods, flowers, something unusual, etc. Each student should bring a small amount of money to contribute for the group purchase. When the class returns to school, each group should wash, cut, prepare, and arrange their items attractively for the entire group to sample. Practice with the students the words, numbers, and simple sentences in the host nation language which could be used on the market visit.



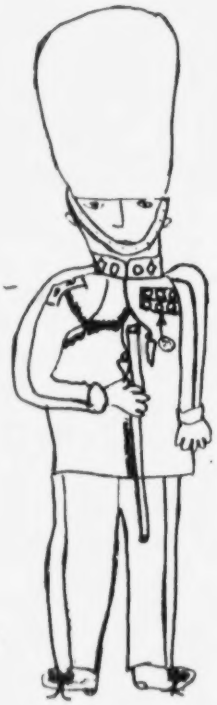


8. To investigate host nation food specialties and restaurant etiquette, use role playing and simulation. Collect menus from different local host nation restaurants. Discuss some of the popular host nation dishes, their names, how they are made, and how to order them. Have the students simulate a restaurant within the class, role playing the waiters, waitresses, and customers, using simple words and phrases in the host nation language. Complete the activity by visiting a local restaurant for a meal. Have the students complete a crossword puzzle using food terms.

9. Have the students investigate traditional foods of the area. Take study trips to grocery stores, bakeries, restaurants, etc. Have the students participate in making various recipes. This can be done particularly with holiday traditions. Study the "typical" meals of breakfast, lunch, and dinner in the host nation tradition. Compare with traditional American foods.

10. Have the students create a miniature museum of the host nation by making dioramas. The dioramas can depict historical events, people, heroes, legends, or customs of everyday life.

11. Have the students design their own postcards and/or greeting cards based on their study of host nation history and culture. These should be made so that they can be mailed to relatives and friends in the United States. The students should put simple greetings and wishes in the host nation language on the cards.



12. Have the students analyze and compare values of the host nation and the United States. Investigate one or more of the following topics in depth:

a. Money: How is it spent? Do people spend their free time on things that cost a lot? Do they spend it on books, entertainment, sports? Do they buy houses, cars, televisions, vacations, etc.? Do they save?

b. Body shape and size: What is advertised? How much money is spent on diets, exercise programs, clothes to make people look thinner, reducing clinics, etc.

c. Games: Observe behavior on playgrounds and in professional sports to determine if cooperation is stressed. Is competition important?

d. Food: Interview a commissary manager and a host nation market manager. Ask which products are most popular. Which cereal sells the most? Which beverage, vegetable, fruit, and meat is most frequently purchased? Why? Compare the findings from the two stores.

e. Education: Must everyone attend school? How long must children attend school? What subjects are emphasized? What materials are used?

f. Leisure time: How is leisure time usually spent?

13. If your host nation is typical of most countries, trains are an important transportation resource. The class should collect as much data as possible about the railway system such as brochures, schedules, maps, pictures, tickets. Visit a railway museum or model railroad, if possible. Plan a tour of the railway station including postal and freight services. Every student should learn how to read his community's railway schedule and determine what trains arrive and depart from specific cities. Plan a trip by train to a nearby site. Determine schedule, cost, route, and sites along the way. This activity can be used for river or lake transportation.

14. Have the students examine the government of the host nation and compare it to that of the United States. Investigate one or more topics:

a. Visit the local city hall and, if possible, observe the city council while in session.

b. Invite a member of the city government to visit the school to explain how the city takes care of its people.

c. Gather and compile information on the types of services which the local community government provides its citizens such as police, fire protection, traffic control, schools, hospitals. Plan a study trip to one of the city agencies. Follow a similar technique to examine the types of services which the state and federal government provide its citizens.

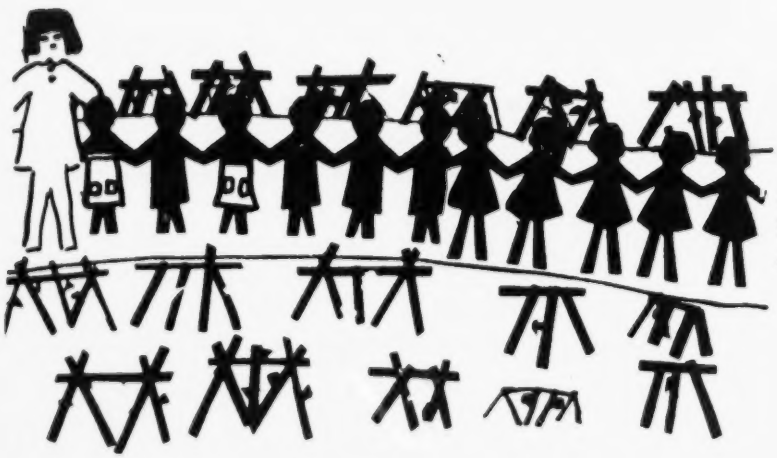
d. Politics: Find out what political parties are represented in the federal government. How are laws made? What is the voting age? Are there any restrictions such as literacy test, women, etc.?

e. Discuss some of the ideas in the host nation national anthem.

15. Investigate careers that interest the student. Discuss the preparation involved for various careers. Discuss career opportunities available for speakers of two or more languages. Have the students design career posters representing special opportunities available to those who speak more than one language. Have the students plan a mini career day where they role play a variety of these careers.

16. Have the students divide into groups to study the various regions of the country. Each group should prepare a display for their region. It should include geography, costumes, foods, traditions, etc.

17. Plan a study trip to a different host nation region. Have the students identify likenesses and differences in the various aspects of the two regions; economy, foods, homes, etc. Follow the study trip suggestions for data collection. Have the students prepare displays and oral presentations as followup. If possible, plan an overnight study trip to a different country. Have the students compare the culture of this country with that of the host nation and of the United States.



Ziehyun Huh
Yokota East Elementary School
Japan

Distribution: X, Q (1 per Intercultural teacher, K-8; 1 per grade level, K-8)

Department of Defense Dependents Schools
(DoDDS)
2461 Eisenhower Avenue
Alexandria, Virginia 22331-1100